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ABSTRACT

The later school achievement of San Diego Home Start children and their parents' retrospective attitudes about the value of the Home Start program were examined in this study. The Peabody Individual Achievement Test (PIAT) was administered to 32 children in grades K-3 whose families had participated in the Home Start program. Since no control group was used, the children's PIAT scores were compared to national PIAT norms which showed them to be functioning at the 54th percentile in math and the 48th percentile in reading. When compared to the lower mean percentiles (on the California Assessment Program reading test) of the schools the children were attending this PIAT reading percentile was interpreted as showing that the Home Start children were performing exceptionally well. The program children's low rate of grade retention and low rate of placement in special education in comparison to children in similar programs was also seen as evidence of positive effects of the Home Start program. Results of parent interviews are reported for: (1) parent attitudes about the usefulness of the information provided by Home Start in areas of child development, nutrition, community resources, health, and safety; (2) home practices related to these areas; (3) parent attitudes about their children's progress in school; and (4) school/home linkage efforts. (Author/SE)

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Follow-up Study of School Children and Families Enrolled in San Diego Home Start during their Preschool Years

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Abstract

Thirty-four children from twenty-nine families who had been in the Home Start program for at least six months were involved in this follow-up study. These children were now in kindergarten through third grade. Each child was given the Peabody Individual Achievement Test and both the teacher and parent were interviewed. The results of the achievement test show these children as a group to be around the 50th percentile in reading and math, which is interpreted as showing success in school when we compare this to the low scores achieved by the schools they attend in State reading tests. Also the program children have a very low rate of retention in grade and placement in special education in comparison to children in similar programs and the control groups for those programs. Implications for the future conduct of the program are discussed.

Follow-up Study of School Children and Families Enrolled in San Diego Home Start during their Preschool Years

It is one of the assumptions of most early childhood intervention programs for low-income families that there will be long-term benefits from the program that will persist into the school years of the children involved. When measuring these long-term results, the most common measurement used, a gain in I.Q., has not usually been maintained, unless the program has involved parent-child intervention rather than an emphasis on the child and a teacher other than the parent (Bronfenbrenner, 1974). I.Q. has been used because it is the most readily available measure and can be compared from one study to another.

More recently attempts have been made to evaluate some of the early childhood programs in terms of achievement tests and such school related criteria as grade retention (grade failure) and assignment to special education classes (Lazar, 1977).

The relatively low achievement test scores for low-income and minority children who have not received any intervention are documented in the Coleman report and other studies (Hess, 1970). However, when these children receive some form of

early intervention in the form of preschool education, at least four major demonstrations have reported that these children do significantly better on achievement tests at the third grade level than do controls (Ryan, 1974). All but one of these preschool programs were center-based and the fourth one was a combination of a preschool center and home visits which were purely educational in nature and, unlike Home Start, provided no social or other services (Weikart, 1974).

Lazar (1977) pooled the results from five separate projects for an analysis of special education and seven studies for grade retention analysis and found that early education significantly reduced the number of children assigned to special education or retained in grade. Currently ABT Associates is involved in a follow-up study of the Home Start program on a national level (San Diego has not been included) and is using an achievement test as well as several other measures, such as sociability, social attitudes, and locus of control. These efforts to assess school achievement more directly, rather than through the I.Q., are certainly a step in the right direction since they define the goal more precisely.

The Home Start program is a home-based program for low-income parents and their preschool children, aged three to

five years. (San Diego Home Start now takes children from birth to five years.) A home visitor goes to the home once a week and brings information on child development, nutrition, health, safety and community resources. Positive parent-child interaction is promoted through modeling, suggestion and encouragement by the home visitor with emphasis placed on the parents as the child's first and most important teacher.

At San Diego Home Start, we were interested in studying the actual school achievement of the children who were in our program in their preschool years. We were interested in how they are doing in school subjects as measured by a standard achievement test and in other areas as revealed through their teachers' observations. In addition, we wanted to know how their parents felt about the program after this period of time had elapsed and how useful they now felt the program had been. Since Home Start, unlike many other preschool programs, involves several other components besides child development, this follow-up also attempted to assess the long-term effects of the nutrition, health, safety and community resources components of the program.

Because the San Diego Home Start program was not set up as a research study from its inception, no control group was assigned as a comparison. However, by using the Peabody Indi-

vidual Achievement Test, we have available a standardized national sample against which to compare our group. In addition, we can use the data on grade retention and a special education gathered by Lazar to compare our group.

Method

Subjects

We were interested in including in this follow-up all of the families who had been in San Diego Home Start for at least six months and who now had a Home Start child in school. However, we realized that a large percentage of these families would not be available for a variety of reasons, the main one being that they had moved and left no forwarding address. It was a requirement that the family be in the program for at least six months to be included in the follow-up because this was considered the minimum amount of time necessary to affect some change.

As a result of checking the files of over 360 families, we found 157 families who met the above criteria. Of these families, we were able to gather data on 34 children from 29 families. Most of the families we were not able to reach had moved out of state or out of San Diego County and our funds were not sufficient to travel for testing and interviews. A few families made appointments but repeatedly did not keep them and one family had a child who had died. The high mobility

found in this group is characteristic of low-income urban families and also found in other studies (Abelson, 1974). The mean length of time in the program for the families studied was 11.4 months. This compares with the 12 month average of all the families in the program over 6 months, calculated in a statistical analysis of our families two years ago. Thus, this sample is representative of the total Home Start population in this respect.

Of the 29 families interviewed, 18 or 62% were Mexican-American, while the following groups were each represented by a few families: Black (3), Japanese (2), Chinese (2), Native American (2) and Caucasian (2). Twenty-five of these families were very low income and the remaining four were only slightly better off. The mothers had an average of eight years of education and more than half were on Welfare. In 40% of the families, there was no father in the home and 51% of the children had three or more siblings. The characteristics of the sample are almost identical with the families in Lazar's (1977) sample except that the mothers in our group had two years less education and are predominantly Mexican-American rather than Black. The predominance of Mexican-Americans in our sample can be explained by our geographical location close to the Mexican border. The comparability of our sample to that of

the Lazar study which included fourteen different programs assures us that the sample in our follow-up was not substantially different from other preschool intervention programs. A comparison of the original national Home Start sample to the Head Start children revealed the former to be more disadvantaged, have lower incomes and to have mothers who had less education than the latter (National Home Start Evaluation, 1976).

Of the 34 children tested 11 were in kindergarten, 9 were in first grade, 10 were in second grade and 2 were in third grade. Since the testing was done toward the end of the school year the children were finishing those grades.

Instruments

Peabody Individual Achievement Test. All 34 children who were located for the follow-up study were given the Peabody Individual Achievement Test (PIAT) (Dunn and Markwardt, 1970). This test has five subtests of school achievement, three of which were used for our study: mathematics, reading recognition and reading comprehension. The latter test is given only if a score of 18 or more is achieved on the second test, so only 12 children were given this test. This was not unexpected since children are not expected to do this test until the end of first grade. Fifteen minutes to a half-hour was sufficient

to administer the tests to each child; testing would continue until the child missed five out of seven items. The standardization sample was drawn from "students enrolled in the 'mainstream of education'; namely, attending regular classrooms of the public day schools" (Dunn and Markwardt, 1970). Care was taken to obtain a representative sample of the nation's children on sex, age, race, socioeconomic status and geographic location. Therefore, these norms were used to judge how well our sample children were doing in these subjects as compared to the standardization sample. Reliability for the subtests used averaged .77, while validity as measured by correlation with the Peabody Picture Vocabulary Test averaged .53. ABT Associates found reliability of this test to be .90 when testing children in the national Home Start program (Bache, Note 1).

Parent Interview. The parent interview constructed for this study had 54 questions and took about 45 minutes to administer. After filling in some basic statistics about the child, the first part of the interview asked questions about the components of the program (child development, parent-child interaction, community resources, nutrition, health and safety), while the second part dealt with questions about the child in school and the mother's feelings about how the child was doing in school. A copy of this interview can be seen in Appendix A. Twenty-eight parents completed the parent interview for 33

children since some families had more than one child in the program.

Teacher Interview. Two brief teacher interviews were constructed for the study, one for those who were the child's first teacher and one for the child's present teacher if the child was beyond kindergarten. This questionnaire took about 10 minutes to administer and attempted to assess the teacher's impressions and observations of the child in academic and social areas. A copy of each interview is given in Appendix A. Thirty teachers were interviewed for 32 children: one teacher had Home Start triplets in her class.

Procedure

Past files of families were surveyed for those who had been in the San Diego Home Start program for at least six months and who now had their Home Start child in school. Telephone contact was made when possible and letters were sent to those without a phone requesting their participation in the study. A Spanish-speaking interviewer-tester contacted the Mexican-American families. An appointment was made for the interviewer to go to the home to interview the parent and administer the PIAT to the child. If a letter was not returned as undeliverable, and if no response was received to the letter,

the interviewer went to the home to set up an appointment. Permission was obtained in writing from the parent to interview the child's teacher; all but one family agreed to this. A letter was also obtained from the San Diego Unified School District giving Home Start permission to go into the school to interview the teacher.

Results

Parent Interview

Twenty-eight parents (mainly mothers) were interviewed covering 33 children, using the questionnaire in Appendix A. The results of this interview will be discussed in four parts.

1. Description of children in the program. The mean age of the children when they were in the program was 3.6 years with a range from 3 to 5 years. These children are now 5 to 8 years old with a mean age of 6.7 years, and are in kindergarten through third grade.

2. Program related questions. The families followed were representative of seven home visitors, with one home visitor accounting for half of the families. Mean amount of time in the program for the follow-up group was 11.4 months, which is comparable to the mean of 12 months for all Home Start families who were in the program for six months or more. Eighty percent of the children attended no preschool program

other than Home Start.

3. Questions regarding program components.

a. Child development. All but two of the respondents said they found the child development information brought by Home Start to be helpful and two-thirds continued to use it after they left the program and up to the present time. Information and tasks relating to cognitive development such as language development, books, colors, shapes and numbers were mentioned as most helpful by the parents. Parent-child interaction and physical development information were mentioned less frequently.

Questions 12 and 13 mentioned four areas from which the parents were asked to select the most and least important things that children should learn before they go to school. Of these items, "numbers, colors, shapes, etc." was considered the most important, while being "less shy" was the least important.

Every child in this study watched television and all but one watched it every day. The median amount of time spent watching television was 2.4 hours per day, which is about an hour less per day than the national average for children under five as reported by A.C. Nielsen as calculated from his average of 23.5 hours a week (Waters, 1977).

Two-thirds of the children in the sample were either read to or read on their own. Those who were read to had this experience once a week on the average, while those who read to themselves did so several times a week on the average (medians).

b. Nutrition. Twenty-four of the twenty-eight respondents (86%) found the nutrition information they received helpful and all but three of them could still use the information after they left the program. Nutritious foods and their contents as well as information about fruits and vegetables were mentioned most frequently as helpful. Ninety-three percent of the families were able to plan at least two nutritious, balanced meals for a young child.

c. Community resources. Two-thirds of the families found the community resources information they received to be helpful, and the most frequently mentioned information that was found helpful dealt with health care (clinics, shots, check-ups, dental). Emergency services and welfare were also mentioned many times.

When situations were presented to the families for their understanding of which community resource was appropriate, emergency health care was known by almost all respondents. Agencies for jobs and legal aid were known by three-

fourths of the families and about two-thirds knew where to get emergency food. Half of those surveyed knew where to get information on child development or behavior and psychological problems.

d. Health. Ninety-two percent (92%) of those who remembered the health information brought by Home Start (three did not remember), found it to be helpful. Dental care was mentioned most often as helpful information, followed by cleanliness. Eighty-five percent (85%) of the respondents continued to use this information.

Ninety-three percent (93%) of the families had been to the doctor in the past year either for a check-up or for some problem and 8[illegible], had been to the dentist in the past year.

e. Safety. Ninety-three percent (93%) of those surveyed found the safety information brought by Home Start to be helpful. A wide variety of items learned pertaining to safety were recalled, but the item mentioned most often was a safe place to keep medicines and poisons. However, about one-third of the sample were not keeping medicinesin completely safe places, but were rather hiding them in unusual places where they might be found.

4. School. Although it is the intention of Home Start

that every child have a meeting at the elementary school before starting, only nine families had such a meeting and only six were arranged by the home visitor.

When these children first started school, 77% liked to go,while a total of 83%liked to go sometimes or always. Now, after being in school, 73% are very eager to go to school, with a total of 93% liking it at least sometimes. In a large survey of the nation's elementary school children, it was found that 75% of the children like to go to school. This compares with the 77% of the children in our sample who expressed a similar feeling (National Survey of Children, 1976).

All parents surveyed felt their child was doing at least fair work, while 93% felt that their child's work was either good or very good. Eighty-three percent (83%) were satisfied with their child's progress in school while the others felt the child was not learning enough in school or that the mother could do more to help the child. This 17% of dissatisfied parents compares with the 17% in the National Survey of Children who felt the same way about their child's progress in school.

All but one family had a meeting with the child's teacher and it was usually teacher-initiated. Sixty-nine per-

cent (69%) of the families helped the class in some way, either by volunteering in the classroom, making things for the class, or by helping in special events. School activities were attended by 71% of the families at least some of the time.

When parents were asked to check the areas in which their child had any difficulties during the school year, there were more difficulties with behavior than with academic areas. However, this may be due to the young ages of the children. In the academic area, reading was mentioned most often as a problem area, perhaps because of the large number of Spanish-speaking children in the group (62%).

Only one of the children studied had repeated a grade, and this was most likely due to a visual handicap. The parents expected their children to finish high school in 73% of the cases and 13% expected them to finish college or go beyond.

School Achievement

Thirty-four children were administered the PIAT individually: 11 were in kindergarten, 9 were in first grade, 10 in second grade and 2 in third grade. The mean scores for each grade as well as the grade equivalents of these scores and the percentile ranks are presented in Table 1.

Table 1

PIAT Achievement Scores in Means, Grade Equivalents and Percentile Ranks for Program Children in Four Grades

		Math	Reading Recognition	Reading Comprehension
Kindergarten				
(N=11)	$\bar{X}$	14.6	12.6	
	Grade Equivalent	1.0	.8	
	Percentile Rank	59	46	
Grade 1	$\bar{X}$	23.8	21.8	31 (N=3)
(N=9)	Grade Equivalent	2.2	1.6	3.3
	Percentile Rank	63	44	92
Grade 2	$\bar{X}$	28.8	28	33 (N=7)
(N=10)	Grade Equivalent	2.7	2.8	3.5
	Percentile Rank	47	50	68
Grade 3	$\bar{X}$	41.5	40	33.5
(N=2)	Grade Equivalent	4.3	4.4	3.6
	Percentile Rank	60	62	44

Since the testing was done in the last third of the school year, the grade equivalents for each grade was expected to be .8 for kindergarten, 1.8 for first grade, 2.8 for second grade and 3.8 for third grade. This was achieved or exceeded in most cases for our sample and in the cases where it fell below it did so by no more than two months (reading recognition for grade 1, math for grade 2, and reading comprehension for grade 3).

Looking at the percentile rank scores, 7 of the 11 scores are 50 or above. Those that are not are the reading recognition for grades 1 and 2, reading comprehension for grade 3 and math for grade 2. Since such a large percentage of these children enter school knowing very little English, it is not surprising that their reading scores are not higher in these low grades. Also, several teachers indicated that they were using the Distar reading program which does not teach the children the task required of them in the reading recognition section of the PIAT at the early grades.

Math scores for kindergarten, first grade and third grade are well above the 50th percentile, while grade two is but a few points below. This test is a better indication of school achievement for this sample considering the language problem of this sample.

Reading comprehension scores are presented here as a point of interest, but they will not be further analyzed because only those who reach a certain score on the reading recognition test take this particular test.

Since we had no pre-arranged control group with which to compare our sample, we have compared it to a national sample. However, since 90% of our sample is from low-income families, as specified in the original selection procedure, it would give us a more accurate picture of how well the children were doing to compare them to the children in the schools that they attend. We were able to obtain the mean percentile ranks for the San Diego City Schools in reading for Grades 2 and 3 as compared to the other schools in the State. While this test on which these percentiles was based is a different test than the PIAT[1], it does give the relative standing of each of the schools in relation to the other schools in the State. Twenty-three of the children tested attended schools in the San Diego Unified School District and the scores for these schools were obtained. These data along with the school data is presented in Table 2.

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1. California Assessment Program.

Table 2

Median Percentile Rank Scores for Sample on the PIAT and their Schools on a State Reading Test

	Home Start Group	Schools	
Math	54		
Reading	48	26	Grade 2
		18	Grade 3

While both the math and reading recognition scores for the Home Start children tested are around the central tendency of 50, the median percentile scores of the schools from which they come are well below this level at 26 and 18. These school scores are also well below the overall scores for San Diego City Schools which also tend to be around the 50th percentile point. Thus, the children tested do exceptionally well in comparison to the scores of the schools which they attend and do at least as well as the population in general.

Two measures which were used by Lazar, et al (1977) to gauge the success of a number of compensatory preschool programs were grade retention and placement in special education classes. The percentage of control children held back a grade was 29%, while 28% were in special education. For the program

children, he found 19% retained in grade and 11% in special education. It was the intention of this study to compare our group to these figures since they come from the same general population as the program children involved in these figures. However, for the Home Start group, there were two children (6%) in special education, one with dyslexia and the other with a visual handicap. One child (3%) went from kindergarten to a pre-first grade, but this was considered common in this school, since there is a class for this purpose. These results are presented in Table 3.

Table 3

Percent of Home Start, Other Program and Control Children in Special Education and Retained in Grade

	Home Start	Other Programs	Control
Special Education	6%	11%	28%
Retained in Grade	3%	19%	29%

Teacher's Interview

Eleven of the children in the follow-up study were either in kindergarten or in first grade with the same teacher as they had in kindergarten. The teachers of these eleven children

were given the "First Teacher Interview", which can be seen in Appendix A. Nineteen teachers who were not the children's first teacher but a subsequent teacher of the child were given a different questionnaire, although many of the questions were the same on both. First we will consider the questions common to both.

In relation to the rest of the class the parents of the children in this study were more frequently rated as above average than below on their interest in the school and the children were rated in this way for their relationship with the teacher and their acceptance of the teacher's role. In overall school work, this group was also rated as better than average for their class. First teachers more frequently rated these children better than average in interaction with classroom materials and they were slightly more frequently rated above average in nutrition, fine motor coordination and ability to do the work expected. Teachers who were not the child's first teacher more frequently rated the children above average in language development, although 6 of the remaining 19 children did need special help in reading skills. The only area where the children were more frequently rated as below average was in basic skills for the grade upon entering the class, but we can assume that these improved because of the high rating on overall school work.

The remainder of the questionnaire did not reveal anything unusual about this group of children.

Discussion

The main question we were interested in when this follow-up study was undertaken was how successful the children in the San Diego Home Start program were when they went to school. Did they do better than they would have without the program? To answer this question it would be ideal to have a control group set up at the beginning of the program, but this was not done because no funds were available for this purpose. Moreover, it would probably not have been feasible for our program to have refused to serve half the high risk families referred to us in order to construct a control group of doubtful future availability and composition. Therefore, we must compare these children from families identified as needing help to the other children who attend the same school as they do. Again, we did not have the budget to test the other children in the class with the PIAT, so we dealt with what was available, the standing of the school in relation to the other schools in the State on a statewide reading test administered in second and third grade. This tells us where this school stands in relation to the other schools in the State in percentile ranks. Table 2

shows that these schools do better than 26 percent of the second grade classes in the State and 18 percent of third grade classes, which is well below the 50th percentile for an average school. Keeping this in mind when we look at the median percentile ranks achieved by the Home Start group on the standardized PIAT, we find that they score around the 50th percentile (54 for math and 48 for reading). Since the PIAT was standardized on a representative sample for the whole United States and the Home Start group is performing at the median (average) in spite of attendance at schools where the children achieve well below this level, we conclude that for this sample Home Start is effective in bringing about adequate and successful school performance of those children whose parents were enrolled in the program.

Two other measures of the success of the Home Start program are the data on retention in grade and special education. Home Start children have a 3% rate of retention in grade which is substantially lower than average for children in similar programs and their controls. For special education, this Home Start sample has a 6% rate, while children in similar programs and their control group have substantially larger percentages.

In a discussion of appropriate measures for evaluating early childhood intervention programs, Zigler and Trichett

(1978) argue that social competence rather than I.Q. should be the primary measure of the success of such programs and define social competence as including such measures as physical health, I.Q., school achievement and motivational and emotional factors. Our follow-up study has included some of these measures as well as some additional ones which we considered important. School achievement was measured by the PIAT as well as by grade retention and assignment to special education, while motivational factors were considered in the following ways: (1) After starting school about three-fourths of the children were very eager to go to school and 93% liked to go sometimes or always. (2) Parental motivation was seen as positive by the teachers' ratings of these parents as above average in their interest in the school.

Besides the evaluation of the success of the program, this follow-up study has given the program some information which will be helpful in the future conduct of the program. The parents' emphasis in their preference for the cognitive aspects of the child development component was brought out here as well as in the Lazar report. This understanding of the parents' viewpoint will encourage us to maintain the program in this general direction. We have learned that the "bridging" meeting between the parent and school before the

child starts school had occurred with only a small number of the families: in the future a greater effort will be made to carry this out. Although two-thirds of the children in the program had reading experiences at home, a greater effort will be made to have all the children included in this important activity. Further work is also needed in convincing parents to keep medicines and poisons in a safe place, out of the reach of their children; one-third of the parents interviewed kept these substances "hidden" in places where children might easily happen upon them.

One of the implicit assumptions and hopes of parent-focused programs such as Home Start has been that once parents see themselves as effective agents in their children's early education, they will continue in this role even after children enter school.

Informal observation of parents, and even those at higher socio economic levels, suggests that once children start school, many parents, even those who may have been active teachers during the pre-school years, "back off" and largely leave their children's education almost completely to their teachers, sometimes even feeling unsure about helping children with their homework.

While the Home Start parents in this sample were, in fact, rated by teachers as above average in their interest in their

children's school work, several teachers expressed the need for a Home Start program at the elementary school level. They felt that with more interaction between school and home, the likelihood of children's school success would increase.

A study of the effects of extending Home Start's help to parents into the kindergarten, first and/or second grades and a comparison of the school performance of children whose parents participate in programs of different durations would be of great value. The San Diego Home Start has developed a proposal for such a study and will be seeking funding to carry it out.

A further line of research a few years from now will concern the school performance of the children well below the age of three whose families have been enrolled in Home Start.

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Appendix A

Parent Interview

First Teacher Interview

Teacher Interview

SAN DIEGO HOME START

Follow-up

Parent Interview

Child's Name _____ ID # _____

Respondent's Name _____ Address _____

Relationship to Child _____ Phone _____

Census Tract _____ Date _____

Interviewer _____

INSTRUCTIONS TO INTERVIEWER

Introduce yourself to the parent mentioning you are from Home Start and recalling that s/he made this appointment with her/him to talk about Home Start. Read or paraphrase the introduction (below) to the parent.

Please express interest in what the respondent tells you about her/his experiences in Home Start. Thank the parent for the information whenever it seems appropriate.

INTRODUCTION

Before we start, I want to mention again our purpose in talking with you. We want to know if Home Start has been useful for parents and helpful for children now that they are in school. We want to know if some of the information brought by Home Start helped you later on when you left the program. This will help us to see if our program is working well and also will help us to see if we need to improve our program. We really appreciate any information you can give us.

TO INTERVIEWER: Check Family Information Record for information in items 1 - 6 and ask the parent for missing information.

1. Your Home Visitor was _____ ___ ___

2. Child was in the program for _____ months ___ ___

3. Child was _____ years old (closest birthday) when in program ___ ___

4. Was there a second child in program?

_____yes (If yes, do a separate form for the second child, but do not repeat items for the parent.)

_____no

___ ___

5. Child's birthdate is ___ ___ ___
mo day year

6. Child is now _____ years old ___ ___

7. Are you the person who mostly looks after _____ ? ___ ___
Name of child

8. Did _____ participate in any other preschool program
child's name
besides Home Start?

_____no _____ yes Which program? ___ ___

A. Head Start ____ how many months? ____ ___ ___
B. Nursery School ____ how many months? ____ ___ ___
C. Day care ____ how many months? ____ ___ ___
D. Other ____ how many months? ____ ___ ___

9. What grade is _____ in? (circle appropriate grade and/or check appropriate category) ___ ___
Name of child

K 1 2 3

___ special education

_____ other, explain _____ ___ ___

10. _____ , was there any part of the Home Start pro-
Respondent's name
gram that you feel was most helpful to you? (Record response and check category, but do not read categories.)

_____

_____

_____ Child Dev. ___ ___

_____ Parent-child interaction ___ ___

_____ Community Resources ___ ___

_____ Nutrition ___ ___

_____ Health ___ ___

_____ Safety ___ ___

11. Was there anything in the information about child[illegible] Home Start brought to you that you found helpful?

____ no (Go to #12)

____ yes ___ ___

11a. What things did you find helpful?

1. _____ ___ ___
2. _____ ___ ___
3. _____ ___ ___
4. _____ ___ ___

11b. Did you find you could still use any of thi[illegible] ation after you left the program?

_____ no

_____ yes (Repeat items respondent listed [illegible] and ask if each was useful after [illegible] ent left the program. Check co[illegible] numbers below) ___ ___

	yes	no	
1.	____	____	___ ___
2.	____	____	___ ___
3.	____	____	___ ___
4.	____	____	___ ___

11c. Do you find that you now still use some inf[illegible] you learned from Home Start?

____ no ___ ___

____ yes Can you recall anything you hav[illegible] lately? (Mention the areas give[illegible] if parent can not recall)

_____

_____ ___ ___

12. Different parents have different ideas about what [illegible] should learn before they go to school. I'd like you to tell me which of the following things you think was most important for your child (read responses - indicate response by placing a "1" in appropriate box.)

____ To learn things that she/he would need in [illegible] like numbers, colors, shapes, etc.

____ To be able to get along with other children [illegible] to be able to share.

____ To be less shy

____ To be more self controlled or to follow rules [illegible]

12a. Which one was least important? (Indicate [illegible] by placing a "2" in the appropriate box).

13. Were there other things that were important for [illegible] to learn before going to school that were not in [illegible]

____ no

____ yes 13a. What were they? _____

_____

_____

14. We are interested in knowing something about the [illegible] materials or toys around the house that _____ (name of child) can play with. Please tell me what kinds of things you have around the house that _____ (name of child) can use for active outdoor play. (do not read responses but check all that apply)

____ bicycle or tricycle

____ swing, slide, jungle gym or sandbox

____ riding toy (wagon)

____ ball, jump rope

____ animals or pets

____ other, explain _____

_____

15. What kinds of things do you have around the house that _____ (Name of child) can play with indoors? (do not read responses but check all that apply)

____ crayons, paper, scissors, paste, finger paint, playdough, magic markers ___ ___

____ put-together toys (tinker toys, beads, pegboard, jigsaw puzzles) ___ ___

____ books ___ ___

____ dolls, cowboys, soldiers ___ ___

____ pets ___ ___

____ dressup clothes ___ ___

____ wheeled toys (trucks, trains, carriages) ___ ___

____ small toys ___ ___

____ other, explain _____ ___ ___

_____

16. Does _____ have responsibilities or chores
Name of child
around the house that you expect of him/her regularly?

____ no (Go to question 17)

____ yes ___ ___

16a. What are they? (do not read responses; check as many as apply)

____ help with housework (setting table, doing dishes, cooking, cleaning) ___ ___

____ takes care of own belongings (put away clothes and toys) ___ ___

____ change clothes after school ___ ___

____ care of animals or pets ___ ___

____ other, explain _____ ___ ___

_____

17. How often does _____ watch television? (do not
Name of child
read responses)

____ everyday ___ ___

____ several time a week ___ ___

____ once a week ___ ___

____ 2 - 3 times a month ___ ___

____ once a month or less ___ ___

____ never ___ ___

17a. About how much time does (s)/he spend watching ... each Day/Week/Month? (record # and circle ... that applies -- day/week/month)

_____ # of hours day week month ___ ___

Comments _____

17b. What programs does (s) he watch regularly?

_____ ___ ___

_____ ___ ___

18. How often does _____ look at a book or maga... Name of child at home? (do not read responses)

____ everyday
____ several times a week
____ about once a week
____ 2 - 3 times a month
____ once a month or less
} Ask question 18a.

____ never (Go to question 19) ___ ___

18a. What kinds of books or magazines does _____ Name of child like best?

____ fairy tales ___ ___
____ mystery stories ___ ___
____ animal stories ___ ___
____ comic books ___ ___
____ other, explain _____ ___ ___

_____

19. Does someone at home ever read with him/her?

____ no → Does he/she read at home herself/himself?

____ no (Go to #20)

____ yes How often?

____ yes (Go to # 19a)

____ everyday
____ several time a week
____ about once a week
____ 2-3 times a month
____ once a month or less

19a. How often does someone read with him/her? (Do not read responses)

____ everyday
____ several times a week
____ about once a week
____ 2-3 times a month
____ once a month or less

19b. Who usually reads with _____ ?
Name of child
(do not read responses, but check all that apply)

____ mother/principal caregiver
____ father
____ other adult
____ older children
____ someone else

20. Was there anything in the information about nutrition and different kinds of food that Home Start brought to you that you found helpful?

____ no (Go to #21)

____ yes 20a. What things did you find helpful?

1. _____
2. _____
3. _____
4. _____

20b. Did you find you could still use any of this information after you left the program?

____ no (Go to #21)
____ yes (Repeat items respondent listed above and ask if each was useful after respondent left the program. Check corresponding number below)

	Yes	No	
1.	____	____	____ ____
2.	____	____	____ ____
3.	____	____	____ ____
4.	____	____	____ ____

21. What did _____ eat for breakfast today? ____ ____
Name of child

_____

What will (or did) s/he eat for lunch? ____ ____

_____

What did s/he eat for dinner yesterday? ____ ____

_____

22. Did you find it helpful for Home Start to bring you information about agencies or places in the community where people can go for help?

____ no (Go to # 23)

____ yes 22a. What information on agencies did you find helpful?

1. _____ ____ ____
2. _____ ____ ____
3. _____ ____ ____
4. _____ ____ ____
5. _____ ____ ____
6. _____ ____ ____

22.b. Did you find you could still use any of this information after you left the program? __yes __no (Go to #23)

Repeat items respondent listed above and ask if each was useful after respondent left the program. Check corresponding numbers below.

	yes	no	
1.	_____	_____	____ ____
2.	_____	_____	____ ____
3.	_____	_____	____ ____
4.	_____	_____	____ ____
5.	_____	_____	____ ____
6.	_____	_____	____ ____

Now, I would like to ask you how you would deal with some problems families often have. We would like to understand the different ways families deal with different problems.

23. Where would you go if you or a member of your family needed emergency health care?

23a. Have you done that?

___ No

___ Yes

24. Where would you go if you were concerned about _____'s (Child's name) behavior or development and wanted some information or advice?

24a. Have you done that?

___ No

___ Yes

25. Where would you go for help if you or a member of your family were depressed or upset?

25a. Have you done that?

___ No

___ Yes

26. Where would you go for help if you had no money for food & you would not receive your check for a few days?

26a. Have you done that?

___ No

___ Yes

27. Where would you go if you needed help to find a job?

27a. Have you done that?

___ No

___ Yes ___ ___

28. Whom would you ask if you had signed a contract or other paper that you did not understand?

_____ ___ ___

28a. Have you done that?

___ No

___ Yes ___ ___

29. Where would you go for advice if you wanted to take a course or go back to school?

_____ ___ ___

29a. Have you done that?

___ No

___ Yes ___ ___

30. Was there anything in the information about health that Home Start brought to you that you found helpful?

___ No (Go to # 31)

___ Yes 30a. What things did you find helpful?

1. _____ ___ ___
2. _____ ___ ___
3. _____ ___ ___
4. _____ ___ ___

30b. Did you find you could still use any of the information after you left the program?

___ No (Go to # 31)

___ Yes Repeat items respondent listed above and ask if each was useful after respondent left the program. Check corresponding number below.

1. ___ Yes ___ No ___ ___
2. ___ Yes ___ No ___ ___
3. ___ Yes ___ No ___ ___
4. ___ Yes ___ No ___ ___

31. How long ago did _____ last go to a doctor?
(Name of child)
Would you say...(read responses)

___ In the last three months? ___ ___

___ Four to six months ago? ___ ___

___ Seven to nine months ago? ___ ___

___ Ten to twelve months ago? ___ ___

___ More than a year ago? ___ ___

___ never (Go to # 32) ___ ___

31a. Was this last visit for a routine checkup or for something wrong?

___ Checkup

___ Something wrong (Go to # 32)

31b. How long ago was his/her last checkup? Would you say...(read responses)

___ In the last three months? ___ ___

___ Four to six months ago? ___ ___

___ Seven to nine months ago? ___ ___

___ Ten to twelve months ago? ___ ___

___ More than a year ago? ___ ___

___ never ___ ___

32. Does _____ have any special health problems that
Name of child
you think might affect how s/he is doing in school?

___ No (Go to # 33)

___ Yes 32a. What kinds of problems? ___ ___

_____

_____

_____

_____ ___ ___

33. How long ago did _____ (Name of child) last go to a dentist?
Would you say... (read responses)

___ In the last three months? ___ ___

___ Four to six months ago? ___ ___

___ Seven to nine months ago? ___ ___

___ Ten to twelve months ago? or ___ ___

___ More than a year ago? ___ ___

___ never ___ ___

34. Was there anything in the information about children's safety that Home Start brought to you that you found helpful?

___ No (Go to 35)

___ Yes 34a. What things did you find helpful? ___ ___

1. _____ ___ ___
2. _____ ___ ___
3. _____ ___ ___
4. _____ ___ ___

34b. Did you find you could still use any of the information after you left the program?

___ No

___ Yes (Repeat items respondent listed above and ask if each was useful after respondent left the program. Check corresponding numbers below.

1.	___ Yes	___ No	___ ___
2.	___ Yes	___ No	___ ___
3.	___ Yes	___ No	___ ___
4.	___ Yes	___ No	___ ___

35. Where do you keep your medicines?

_____ ___ ___

35a. Can any of the young children reach them?

___ Yes

___ No ___ ___

36. Have you had any contact with your Home Visitor since you left Home Start?

___ No (Go to # 37)

___ Yes 36a. How often have you seen her? (Check, but do not read responses) ___ ___

___ once

___ a few times

___ regularly

___ once a year

___ other ___ ___

37 Have you kept in touch with any family you met in Home Start? ___ ___

___ No

___ Yes

Thank you so much _____, for helping us
respondent's name
with this information about our program.

Now I would like to ask you some questions about _____'s
child's name
school.

38. Did you have a meeting at the school before _____
child's name
started school?

___ No (Go to 39)

___ Yes 38a. Did your home visitor arrange the meeting?

___ No (Go to #38c)

___ Yes

38b. Did you find it helpful?

___ No

___ Yes In what ways was it helpful? ___ ___

_____

_____ ___ ___

38c. Whom did you meet with? (Check response)

___ teacher ___ principal ___ other ___ ___

39. When did s/he first enter public school? ___ ___ ___ ___
mo. yr.

40. Did s/he start in kindergarten or first grade?

___ kindergarten

___ first grade ___ ___

40a. What is _____ birthdate? ___ ___ ___ ___ ___
Name of child mo. day yr.

40b. Is _____ your first, second, third child,
name of child
or which? _____ ___ ___

41. How do you think _____ felt about school when s/he
name of child
first started? (Record response and check appropriate line; do not read responses)

___ Liked to go

___ Did not like to go

___ Sometimes liked to go and sometimes not

___ He did not say (don't know)

___ other ___ ___

42. And nowadays, how eager is _____ to go to
Name of child
school each day? Would you say... (read respouses)

___ s/he is very eager to go?

___ s/he likes to go sometimes and not others?

___ s/he does not care one way or the other? or

___ s/he does not want to go?

___ Don't know (do not read) ___ ___

43. How well is s/he doing in his/her school work? Is s/he doing...(read responses)

___ very good work?

___ good work?

___ fair work? or

___ poor work?

___ don't know (do not read) ___ ___

44. In general, how satisfied are you with _____'s progress in school. Would you say...(read responses)
(child's name)

___ very satisfied?

___ fairly satisfied? or

___ not satisfied?

___ do not know (do not read) (Go to # 45) ___ ___

44a. Why? _____

_____

_____

45. I would like to ask you a few more questions about the school that _____ goes to. Since the beginning of this school year, have you been in contact with his/her teacher?
(name of child)

___ No (Go to # 46)

___ Yes 45a. Did you ask for the meeting or did the teacher? ___ ___

___ parent ___ teacher ___ ___

45b. Was there one particular reason or incident for which you were in contact with the teacher?

___ No (Go to 45c.)

___ Yes What was the reason?

_____

_____

_____ ___ ___

45c. Other than that particular time, have you been in contact with the teacher other times since the beginning of the school year?

___ No (Go to # 46)

___ Yes 45 c.1. How many times approximately have you been in contact with the teacher since the beginning of the school year?

___ times ___ ___

46 Since the beginning of the school year, have you been to _____'s classroom, while the class was going on?
name of child

___ No (Go to # 47)

___ Yes ___ ___

47 Were you ever gone to the school to help out?

___ No (Go to # 48)

___ Yes In what way did you help out? (check but do not read responses). ___ ___

___ Assisted in classroom

___ Made things for the class

___ Went along on field trips

___ Helped in special events

___ other ___ ___

48. In the last couple of years, have you ever felt that things were going badly for _____ at school, or that something that happened at school was wrong?
name of child

___ No (Go to #49)

___ Yes 48a. Did you go to the school and try to get them to change what was wrong? (or why things were going badly?) ___ ___

___ No

___ Yes ___ ___

Comments _____

49 Have you attended any school activities such as parent meetings, plays, parties, or sports events?

___ No (Go to # 50)

___ Yes How often have you gone to them?

___ attended all or most of them

___ a few a year

___ one a year

50. During the past year, did _____ have any difficulties with any of the following:

(If yes, ask mother what was the problem)

Yes	No	DK		
___	___	___	getting along with other children	___ ___
___	___	___	fights at school	___ ___
___	___	___	the school playground	___ ___
___	___	___	writing	___ ___
___	___	___	math or numbers	___ ___
___	___	___	reading or recognizing letters	___ ___
___	___	___	spelling (first grade or beyond only)	___ ___
___	___	___	arts and crafts	___ ___
___	___	___	following directions of the teacher	___ ___
___	___	___	behavior or conduct	___ ___

Explorations of any of the above: _____

_____

_____

_____

51. Did _____ repeat any grade?
Name of child

___ No (Go to # 52)

___ Yes Which grade? _____

Did the school tell you why child was repeating the grade? ___ ___

_____

52. Were there any problems that _____ had when s/he first started school? ___ ___
name of child

___ No (Go to # 53)

___ Yes 52a. What was the problem? ___ ___

_____

_____ ___ ___

52.a.1 How long did it last?

___ weeks

___ months

53. Were there any new problems at home that the child had when s/he first started school?

___ No (Go to # 54)

___ Yes 53a. What was the problem?

_____

_____

53.a.1. How long did it last?

___ weeks

___ months

54. How far do you think _____ will go in school?
Name of child
Would you say s/he will.... (read responses)

___ Finish grade school (8th grade)?

___ Finish some high school?

___ Finish high school (12th grade)

___ Take vocational training?

___ Go to College (including junior college?)

___ Finish college? or

___ Go to graduate or professional school (after college)?

___ Don't know (do not read)

54 a. Why do you think that? _____

_____

_____

SAN DIEGO HOME START

FOLLOW-UP

ENTREVISTA CON LOS PADRES

Nombre de/la niño/a_____ ID#_____

Nombre del entrevistado_____ Teléfono_____

Parentesco con el/la niña_____ Dirección_____

Fecha_____ Entrevistadora_____

INTRODUCCION

Antes de comenzar, deseo mencionar nuestro propósito al hablar con usted. Deseamos saber si Home Start ha sido de utilidad para los padres y si ha servido de ayuda para los niños ahora que estan en la escuela. Deseamos saber si es que algo de la información traida por Home Start le ayudó mas tarde una vez que dejó el programa. Esto nos ayudará a saber si nuestro programa esta funcionando bien y nos ayudara a saber si necesitamos mejorar nuestro programa.

Agradecemos cualquier información que usted pueda darnos.

Para el entrevistador: Revise el Family Information Record para obtener información sobre 1-6 y pida al padre la información que falte.

	CL	CD
1. Su visitadora era_____.	___	___
2. Niño/a estuvo en el programa por___meses.	___	___
3. Niño/a tenía _____ años cuando estaba en el programa.	___	___
4. Hubo otro niño en el programa?	___	___
___Si. (Si la respuesta es si, prepare otro formulario para el segundo niño, pero no repita las preguntas para el padre de familia.)		
___no.		
5. Fecha de nacimiento del niño_____ _____ _____. (mes / dia / año)	___	___
6. El niño tiene ahora _____ años.	___	___

7. Es usted la persona que cuida a _____ la mayor parte del tiempo?
nombre del niño

___ si. ___ ___

___ no.

8. _____ participó en algún otro programa antes de ir a
Nombre del niño

la escuela además de Home Start? ___ ___

___no.

___si. Qué programa?

A. Head Start. Cuántos meses?_____ ___ ___
B. Guarderia Infantil. Cuántos meses?_____ ___ ___
C. Day Care. Cuántos meses? _____ ___ ___
D. Otro. Cuántos meses?_____ ___ ___

9. En qué grado está _____?
nombre del niño
(Marque el grado o la categoria apropiada) K 1 2 3 ___ ___

___educacion especial

___ otro (explique)_____ ___ ___

_____

10. Sra._____ hubo alguna parte del programa, que usted cree no le fue de mucha utilidad? (Escriba la respuesta, y marque la categoria, pero no lea las categorias)

_____

_____

_____ desarrollo infantil ___ ___

_____ comunicación padre-hijo ___ ___

_____ recursos de la comunidad ___ ___

_____ nutrición ___ ___

_____ salud ___ ___

_____ seguridad ___ ___

11. Hubo algo en la información que Home Start le trajo, a cerca de niños; que a usted le sirvió? ____ ____

___no. (vaya a la pregunta 12)

___ si.

11a. Que cosas encontró usted utiles?

1._____ ____ ____

2._____ ____ ____

3._____ ____ ____

4._____ ____ ____

11b. Una vez que dejó el programa, encontró que podía usar algo de esta información?

___no.

___si. (Repita lo q' la entrevistada mencionó en pregunta 11a.y marque la respuesta respectiva) ____ ____

	si	no		
1.	_____	_____	____	____
2.	_____	_____	____	____
3.	_____	_____	____	____
4.	_____	_____	____	____

11c. Usa hoy dia algo de la información q' aprendió de Home Start? ____ ____

___no.

___ si. Puede recordar algo que ha usado recientemente?

(Mencione las areas de pregunta 11a si es que el padre no recuerda)

_____

_____ ____ ____

12. Padres de familia tienen diferentes ideas sobre lo que los niños deberían aprender antes de ir a la escuela. Me gustaria que usted me diga qué cosas cree usted que fueron de mayor importancia para su hijo/a (lea las respuestas; indique la apropiada escribiendo "1" en el espacio correspondiente).

___ Aprender cosas que el/ella necesitaría en la escuela, como los números, colores, formas, etc.

___ Poder llevarse bien con el resto de niños, y poder compartir.

___ Ser menos tímido.

___ Ser más tranquilo, obedecer y cumplir las reglas.

12a. Cual de estas fue la menos importante? (Indique la respuesta poniendo "2" en el espacio correspondiente).

13. Hubieron otras cosas que eran importantes para su niño/a el aprender antes de ir a la escuela, y que no las mencionamos en la lista anterior?

___ no.

___ si. 13a. Qué por ejemplo?_____

_____

14. Nos interesa saber algo sobre la clase de objetos o juguetes en la casa con los que _____ puede jugar. Por favor dígame que clase de
(nombre del niño)
cosas tiene en la casa para que _____ juege afuera? (No
(nombre del niño)
lea respuestas simplemente marque las correspondientes).

___ bicicleta, triciclo

___ columpio, resbaladera, corral, etc.

___ caballito

___ pelota, jump rope

___ animalitos, perro, gato

___ algún otro objecto. Explique_____

_____

15. Qué clase de objetos tiene usted en la casa, con los que _____ (nombre del niño) puede jugar dentro de casa? (No lea las respuestas, simplemente marque las correspondientes).

___ lápices de color, papel, tijeras, plastilina, masa de jugar, marcadores ___ ___
___ rompecabezas, o juguetes similares ___ ___
___ libros ___ ___
___ muñecas, ___ ___
___ animales ___ ___
___ ropa para mudarse ___ ___
___ juguetes con ruedas (camiones, trenes, carretas) ___ ___
___ juguetes pequeños ___ ___
___ otros, explique_____ ___ ___

16. Tiene_____ (nombre del niño) responsabilidades o quehaceres en la casa que usted espera de el/ella regularmente?

___no. (Vaya a la pregunta 17).

___si. 16a. Cuáles son estas responsabilidades (No lea respuestas, marque tantas como sean aplicables). ___ ___

___Ayudar con quehaceres domésticos (poner la mesa, lavar los platos, cocinar, limpiar). ___ ___
___Cuidar de sus objetos personales (guardar ropa, juguetes). ___ ___
___Cambiarse de ropa después de venir de la escuela. ___ ___
___Cuidar de animales. ___ ___
___Otras, explique._____

17. Con qué frecuencia _____ (nombre del niño) mira televisión? (No lea respuestas)

___todos los dias. ___ ___
___varias veces por semana. ___ ___
___una vez a la semana. ___ ___
___2-3 veces por semana. ___ ___
___una vez al mes, o menos. ___ ___
___nunca. ___ ___

17a. Mas o menos cuánto tiempo pasa el/ella mirando TV; al dia/semana/mes? Escriba el número de horas y marque la categoría correspondiente a dia/semana/mes).

_____número de horas dia semana mes

_____ __ __
comentarios

17b. Qué programas mira regularmente?_____

_____ __ __

18. Con qué frecuencia_____ mira un libro o revista
nombre del niño
en la casa? (No lea respuestas).

___todos los dias

___varias veces por semana

___mas o menos una vez por semana

___2-3 veces al mes

___una vez al mes o menos

___nunca (Vaya a pregunta 19) __ __

18a. Qué clase de libros o revistas le gustan mas a _____
Nombre del niño

___cuentos de hadas __ __

___cuentos de misterio __ __

___ cuentos de animales __ __

___cuentos de chistes __ __

___otros, explique_____ __ __

19. Alguna vez alguien lee con el/ella?

___no. Lee el/ella alguna vez solo/a? __ __

___si. Con que frecuencia? (Vaya a la pregunta 19a)

___todos los dias

___varias beces por semana

___una vez a la semana

___2-3 veces por semana

___una vez al mes o menos

19a. Con qué frequencia alguien lee con el/ella? (No lea respuestas).

___todos los dias ___ ___
___varias veces por semana ___ ___
___mas o menos una vez a la semana ___ ___
___2-3 veces al mes ___ ___
___una vez al mes of menos ___ ___

19b. Quién lee usualmente con _____?
nombre del niño
(No lea respuesta pero marque las que correspondiente)

___Madre/cuidador principal ___ ___
___padre ___ ___
___otros adultos ___ ___
___ninos mayores ___ ___
___alguien mas ___ ___

20. Hubo algo en la información sobre nutrición y sobre distintas clases de alimento que Home Start le trajo que le sirvió de ayuda?

___no (Vaya a la pregunta 21).

___si. 20a. Qué cosas le sirvieron de ayuda? ___ ___

1._____ ___ ___
2._____ ___ ___
3._____ ___ ___
4._____ ___ ___

20b. Encontró que aún despues de dejar el programa, usted podía usar algo de esta información?

___no. (Vaya a pregunta 21).

___si. (Repita lo que entrevistador enumeró antes y pregúnte si es que fue de utilidad luego de dejar el programa; marque el número correspondiente).

	si	no		
1.	___	___	___	___
2.	___	___	___	___
3.	___	___	___	___
4.	___	___	___	___

21. Qué comió hoy _____ en el desayuno? ___ ___
nombre del niño

_____

Qué comió o comerá al medio día? _____ ___ ___

Qué merendó ayer? _____ ___ ___

22. Encontró que le sirvió de ayuda el que, Home Start le brinde información sobre recursos en la comunidad, a donde uno puede ir por ayuda?

___no. (Vaya a la pregunta 23).

___si. 22a. Que información sobre agencias encontró usted de ayuda?

1. _____ ___ ___
2. _____ ___ ___
3. _____ ___ ___
4. _____ ___ ___
5. _____ ___ ___
6. _____ ___ ___

22b. Usó algo de esta información despues que dejó el programa?

___ si.

___ no. (Vaya a la pregunta 23).

(Repita lo enumerado en 22 y pregunte si ha sido de utilidad despues de dejar el programa. Marque el número correspondiente)

	si	no		
1.	_____	_____	___	___
2.	_____	_____	___	___
3.	_____	_____	___	___
4.	_____	_____	___	___
5.	_____	_____	___	___
6.	_____	_____	___	___

Nos gustaria comprender las distintas formas como familias enfrentan distintas problemas. Ahora, quisiera preguntarle cómo confronta usted problemas que la mayoria de familias tienen.

23. Si usted o algun miembro de su familia tuviese una emergencia en cuanto a su salud, a donde iría usted?

_____ ___

23a. Ha hecho usted esto?

___no

___si ___

24. Si usted está preocupada acerca del comportamiento o desarrollo de _____ a donde iría en busca de información o consejo?
nombre del niño

_____ ___

24a. Ha hecho usted eso?

___no.

___ si. ___

25. Si usted o algún miembro en su familia estuviera molesto, o desalentado a dónde acudiria en busca de ayuda?

_____ ___

25a. Ha hecho usted eso?

___no.

___si. ___

26. A donde iría por ayuda si es que no tiene dinero para comprar alimentos y sabe que no va a recibir su cheque por unos dias?

_____ ___

26a. Ha hecho esto?

___no.

___si. ___

27. A donde iría en busca de ayuda, si es que necesita un empleo?

_____ ___

27a. Ha hecho esto?

___no.

___si. ___

28. A quien preguntaría si es que usted ha firmado un contrato u otro documento y no sabia de lo que se trataba? ___ ___

28a. Ha hecho esto?

___no.

___si. ___ ___

29. A donde iría en busca de consejo si es que usted quisiera tomar un curso o volver a la escuela?

_____

29a. Ha hecho usted eso?

___no.

___si. ___ ___

30. Hubo algo en la información sobre salud que Home Start le trajo; y que usted encontró de ayuda? ___ ___

___no. (Vaya a la pregunta 31).

___si. 30a. Que cosas encontró de ayuda?

1._____ ___ ___

2._____ ___ ___

3._____ ___ ___

4._____ ___ ___

30b. Luego de dejar el programa encontró que aún podia usar, algo de esto información?

___no. (Vaya a la pregunta 31).

___si. Repita lo que entrevistado respondió en #30 y pregunte si cada una fue de utilidad despues de dejar el programa marque los numeros correspondientes.

	si	no		
1.	_____	_____	___	___
2.	_____	_____	___	___
3.	_____	_____	___	___
4.	_____	_____	___	___

31. Hace qué tiempo _____ fué al doctor?
nombre del niño

Diría usted....(lea las respuestas).

___en los ultimos 3 meses? ___ ___

___hace 6 meses? ___ ___

___Hace 7-9 meses? ___ ___

___hace 10-12 meses? ___ ___

___hace mas de 1 ano? ___ ___

___nunca (Vaya a la pregunta 32). ___ ___

31a. Fue la ultima visita para un chequeo general o debido a que algo andaba mal?

___chequeo general ___ ___

___algo estaba mal. (Vaya a la pregunta 32). ___ ___

31b. Hace que tiempo fue el último chequeo? Diría usted...lea las respuestas.

___en los ultimos 3 meses? ___ ___

___hace 4 o 6 meses? ___ ___

___hace 7 - 9 meses? ___ ___

___hace 10 - 12 meses? ___ ___

___hace mas de un ano? ___ ___

___nunca ___ ___

32. Tiene _____ algun problema de salud en especial que usted cree podria afectar el desenuolvimiento en la escuela?

___no. (Vaya a la pregunta 33) ___ ___

___si. 32a. Que clase de problemas?

_____

_____

_____

33. Hace qué tiempo _____ fue la ultima vez al dentista?
Nombre del niño

Diría usted...(lea respuestas)

___en los ultimos 3 meses? ___ ___

___hace 4-6 meses? ___ ___

___hace 7-9 meses? ___ ___

___hace 10-12 meses? ___ ___

___hace mas de 1 año? ___ ___

___nunca? ___ ___

34. Hubo algo en la información a cerca de seguridad de ninos, que Home Start trayo que le fue de ayuda?

___no. (Vaya a la pregunta #35). ___ ___

___si. 34a. Que cosas encontro de ayuda?

1. _____ ___ ___
2. _____ ___ ___
3. _____ ___ ___
4. _____ ___ ___

34b. Encontró que usted aún podia usar algo de esta información una vez que dejo el programa?

___no. ___ ___

___si. (Repita lo que entrevistado respondió en pregunta 34 y pregunte sobre cada una.)

	si	no		
1.	___	___	___	___
2.	___	___	___	___
3.	___	___	___	___
4.	___	___	___	___

35. Donde guarda sus medicinas?

_____ ___ ___

35a Puede alguno de los ninos alcanzarlas?

___si.

___no. ___ ___

36. Ha tenido usted algun contacto con su visitadora desde que dejo Home Start? ___ ___

___no. (Vaya a la pregunta #37). ___ ___

___si. 36a. Con que frecuencia le ha visto? Marque; pero no lea las repuestas.

___una vez ___ ___
___pocas veces ___ ___
___regularmente ___ ___
___una vez al ano ___ ___
___otra ___ ___

37. Se ha mantenido en contacto con alguna familia que usted conocio en Home Start?

___no. ___ ___

___si. ___ ___

Gracias Sra._____por ayudarnos con esta informacion sobre nuestro programa.

Ahora me gustaria hacer unas preguntas sobre la escuela de_____.
nombre del niño

38. Tuvo una reunion en la escuela antes de que_____ empezara
nombre del niño

las clases?

___no. (Vaya a la #39). ___ ___

___si. 38a. Su visitadora arreglo esta reunion? ___ ___

___no. (Vaya a #38c). ___ ___

___si. ___ ___

38b. Fue esto de alguna ayuda para usted?

___no. ___ ___

___si. en que formas le ayudo? ___ ___

_____

_____ ___ ___

38c. Con quien tuvo la reunion?

_____profesor _____director _____otro ___ ___

39. En que fecha entro el niño/a a la escuela? _____mes _____ano ___ ___

40. Empezo en kinder o en primer grado?

___kinder ___ ___

___primer grado ___ ___

40a. Fecha de nacimiento de/la niño/a? _____mes ___dia ___ano ___ ___

40b. Es_____el primer, segundo, tercer o que hijo? _____ ___ ___

41. Como cree que_____ sentia acerca de la escuela cuando empezó?
(Escriba la respuesta y marque la linea apropiada, no lea las respuestas.

_____

___le gustaba ir
___no le gustaba ir
___unas veces le gustaba otras no
___no lo dijo (no sabe)
___otro

42. Y ahora, con que gana va a la escuela? Diria usted que...

___tiene muchas ganas de ir
___le gusta ir unas veces y otros no
___no le importa, le dá lo mismo
___no quiere ir
___no se. (no lea esta)

43. Como le va a su nino en el trabajo de escuela? Tiene...

___muy buenas notas?
___buenas notas?
___notas regulares?
___notas bajas?
___no se. (No lea esta)

44. En general como siente sobre el progreso de_____
nombre del nino

en la escuela. Se siente...

___muy satisfecha
___mas o meno satisfecha
___no satisfecha
___no sabe (no leas esta) (Vaya a #45).

44a. Por que?_____

45. Me gustaria hacerle unas preguntas sobre la escuela a la que_____
nombre del nino

va. Desde el comiento de este año, se ha puesto usted en

contacto con el profesor?

___no. (Vaya a la pregunta 46)
___si. 45a. Pidió usted la reunión o el profesor?

___padre ___ profesor

45b. Existió alguna razón en particular o algún incidente por el cual se puso en contacto con el profesor?

___no. (Vaya a 45c) — —

___si. Cual fue la razon? — —

45c. Además de aquella vez ha estado en contacto con el profesor a otras veces, desde el comienzo del año escolar?

___no. (Vaya a #46). — —

___si. 45c.1. Aproximadamente cuántas veces ha estado usted en contacto con el profesor desde el comienzo del año? _____veces. — —

46. Desde el comienzo del año, ha ido a la clase de _____
nombre del niño

durante horas de clase?

___no. — —

___si. — —

47. Ha ido alguna vez a ayudar a la escuela?

___ no. — —

___si. En qué ayudo? — —

___ayudo en clase — —

___hizo cosas para la clase — —

___fue en viajes — —

___ayudó en ocasiones especiales — —

___otro — —

48. Durante los ultimos dos años, ha sentido que no todo iba bien con _____ en la escuela? O que algo malo ocurrió en la escuela?
nombre del nino

___no. (Vaya a #49). — —

___si. 48a. Fue a la escuela y trato de que hagan algo sobre el asunto?

___no. — —

___si. Comentarios_____

_____ — —

49. Ha atendido a actividades escolares, como por ejemplo reuniones, fiestas horas sociales, deportes?

____no. (Vaya a #50). ___ ___

___ si. Con qué frecuencia ha acudido a estos eventos?

___a todos o a la mayoria ___ ___

___unos pocos al año ___ ___

___una vez al niño ___ ___

___otro ___ ___

50. Durante el ultimo año,_____ ha tenido dificultades con:
nombre del niño

(Si la respuesta es si, averigüe de la madre, cual fue el problema?)

si	no	no sabe		
___	___	___	llevándose con otros ninos	___ ___
___	___	___	peleas en la escuela	___ ___
___	___	___	el patio de recreo	___ ___
___	___	___	escritura	___ ___
___	___	___	matematicas, numeros	___ ___
___	___	___	lectura o reconocimiento de letras	___ ___
___	___	___	ortografía (solo para ler grado o mas	___ ___
___	___	___	arte, dibujo	___ ___
___	___	___	siguiendo instrucciones del profesor	___ ___
___	___	___	conducta, comportamiento alguno de los anteriores	___ ___

Explicación de alguno de los anteriores_____

_____

_____

_____

51. _____ repitio algún año ?
nombre del niño

___no.

___si. Que año_____? ___ ___

52. Hubo algún problema que _____ tenía al iniciar la escuela?
nombre del niño

___no. (Vaya a #53).

___si. 52a. Cuál era el problema?_____ ___ ___

52a1. Cuánto duro?

_____semanas

_____meses ___ ___

53. Hubieron nuevos problemas en casa que el niño tenía al iniciar la escuela?

___no. (Vaya a #54). ___ ___

___si. 53a. Cual era el problema?_____ ___ ___

53a1. Cuánto duro?

___semanas

___meses ___ ___ ___ ___

54. Hasta qué año cree usted que_____estará en la escuela?
nombre del niño

Diría usted.... Lea respuestas

___terminará primaria?

___terminará parte de secundaria? ___ ___

___terminará secundaria? ___ ___

___adquirirá entrenamiento? ___ ___

___irá a la universidad? ___ ___

___terminará la universidad? ___ ___

___irá a alguna escuela profesional? ___ ___

___no sabe (no leer esta) ___ ___

54a. Por qué cree eso?_____

_____

_____ ___ ___

SAN DIEGO HOME START

FOLLOW-UP STUDY

FIRST TEACHER INTERVIEW

Child's Name_____ Grade_____

Teacher's Name_____ School_____

Interviewer_____ Date _____

To the interviwer: Introduce yourself to the teacher and explain the Home Start program to her/him if the teacher is not familiar with the program. Then say,

"_____ had been enrolled in Home Start before starting school
Child's Name

and we at Home Start are interested in finding out how_____ is
Child's Name

doing at school. Would you mind answering some questions for us? (Show the release form to the teacher).

CL CD

1. When the child started school was his/her knowledge of basic concepts(such as shape, size, color, position) and information ___ ___

___ well above the average of the children in the class?

___ somewhat above the average for the class?

___ average for the class?

___ somewhat below the average for the class?

___ can't say; don't remember?

2. Was the child's ability to do the work expected of her/him ___ ___

___ well above the average of the children in the class?

___ somewhat better than others in the class?

___ about average for the class?

___ somewhat below the average for the class?

___ well below average for the class?

___ can't say; don't remember?

CL CD

3. Was the child's ability to get along with other children ___ ___

___ well above the average of the children in the class?

___ somewhat better than average for the class?

___ average?

___ somewhat below average?

___ well below average?

___ can't say?

4. Was the interest or concern with school of this child's parents ___ ___

___ much better than that of other parents?

___ somewhat better than other parents?

___ about average?

___ somewhat below average?

___ well below average?

___ can't say?

5. Were there any problems that the child had when she/he first started school?

_____ ___ ___

_____ ___ ___

6. Were there any problems that continued through the school year? ___ ___

_____

_____

7. Did this child need any special help with anything?

___ no (go to #8) ___ ___

___ yes. What kind of help?_____ ___ ___

8. Was the child placed in a special education class? ___ ___

___ no.

___ yes. For what problem?_____ ___ ___

CL CD

9. Did the child have to repeat the grade?

___ no. (Go to #9A) ___ ___

___ yes. If so, for what reason?_____ ___ ___

9A. Do you think the child will have to repeat this grade?

___ no. (Go to #10) ___ ___

___ yes. Why?_____ ___ ___

10. Did the child have a behavior problems when she/he first started school?

___ no. (Go to #11) ___ ___

___ yes. What was the problem?_____ ___ ___

11. When the child started school, was her/his language development, that is, her/his ability to express himself/herself ___ ___

___ well above the average for the class?
___ somewhat better than average for the class?
___ average for the class?
___ somewhat below average for the class?
___ well below average for the class?

12. When she/he started school was the child's knowledge of nutrition or nutrition habits ___ ___

___ well above average for the class?

___ somewhat better than average for the class?

___ average for the class?

___ somewhat below average for the class?

___ well below average for the class?

___ no opportunity to observe; don't know?

13. Was the child's fine motor coordination as displayed in drawing, cutting, coloring etc. ___ ___

___ much better than average for the class?

___ somewhat better than average for the class?

___ average for the class?

___ somewhat below average for the class?

___ well below average for the class?

___ don't recall; can't say?

CL CD

14. Was the child's interaction with and care of the classroom materials ___ ___

___ much better than average for the class?
___ average for the class?
___ somewhat better than average for the class?
___ well below average for the class?
___ well below average for the class?

___ can't say?

15. This child's acceptance of the teacher's role and relations with the teacher were, would you say, ___ ___

___ much better than average?

___ somewhat better than average for the class?

___ average for the class?

___ somewhat below average?

___ well below average for the class?

16. In comparison to the rest of the class, this child was above average in ___ ___

_____ ___ ___

_____ ___ ___

17. In comparison to the rest of the class, this child was below average in ___ ___

_____ ___ ___

_____ ___ ___

18. Have you ever had a meeting with the child's mother or father? ___ ___

___ no. (Go to #19)

___ yes. ↓

Did you ask for the meeting or did the parent? ___ ___

___ teacher.

___ parent.

CL CD

19. Has either parent contributed to the school in any special way, such as volunteering in the class? — —

___ no. (Go to #20) — —

___ yes. In what way?_____ — —

20. In which percentile of her/his class would you place this child for overall school work? — —

___ 80-99 (top of class)

___ 60-79 (somewhat above average)

___ 40-59 (average for class)

___ 20-39 (somewhat below average)

___ 0-19 (bottom of class)

21. Did the child have more difficulty than the average child in the class with any of the following? (If yes, ask what specific difficulties were involved). — —

— —

yes	no	dk		
___	___	___	getting along with other children.	— —
___	___	___	fights with other children	
___	___	___	the school playground	
___	___	___	writing	
___	___	___	reading or pre-reading	
___	___	___	arts and crafts	
___	___	___	following directions	
___	___	___	pre-math	
___	___	___	behavior or conduct	

Explanation _____

_____

_____

Please join us for the first Annual Installation dinner of the Board of Directors of SPMS, Inc. The no-host event will be held Thursday, December 14, 1978 at 5 p.m. at the Old Town Cafe, 2489 San Diego Ave.

Best wishes of the Season.

David Cueny
Associate Director

Patricia Amador
Executive Director

Please R.S.V.P. by December 11th
by calling our office.

PA/kr

SAN DIEGO HOME START

FOLLOW-UP STUDY

TEACHER INTERVIEW

(For use with teacher who is not child's first school teacher)

Child's Name_____ Grade_____

Teacher's Name_____ School_____

Interviewer_____ Date _____

To the interviewer: Introduce yourself to the teacher and explain the Home Start program to her/him if the teacher is not familiar with the program. Then say,

"_____ had been enrolled in Home Start before starting school
Child's Name

and we at Home Start are interested in finding out how_____ is
Child's Name

doing at school. Would you mind answering some questions for us?" (Show the release form to the teacher.)

CL CD

1. When this child entered your class his/her basic skills and information for this grade were ___ ___

___ much better than that of the other children in the class?

___ somewhat better than that of the other children in the class?

___ average for the class?

___ somewhat below average for the class?

____ well below average for the class?

2. Was the child's ability to do the work expected of her/him ___ ___

___ well above the average of the children in the class?

___ somewhat better than others in the class?

___ about average for the class?

___ somewhat below the average for the class?

___ well below average for the class?

___ can't say; don't remember?

3. Was the child's ability to get along with other children ___ ___

___ well above the average of the children in the class?

___ somewhat better than average for the class?

___ average?

___ somewhat below average?

___ well below average?

___ can't say?

4. Was the interest or concern with school of this child's parents ___ ___

___ much better than that of other parents?

___ somewhat better than other parents?

___ about average?

___ somewhat below average?

___ well below average?

___ can't say?

CL CD

5. Were there any problems that the child had when she/he entered your class? ___ ___

___ no. (Go to #6) ___ ___

___ yes. What were they?_____ ___ ___

6. Were there any problems that continued throughout the school year? ___ ___

___ no. ___ ___

___ yes. What were they?_____ ___ ___

7. Did this child need any special help with anything?

___ no. (Go to #8) ___ ___

___ yes. What kind of help?_____ ___ ___

8. Is the child now or has she/he ever been in a special education class?

___ no. ___ ___

___ yes. For what problem?_____ ___ ___

9. Did the child have to repeat any grade? ___ ___

___ no. ___ ___

___ don't know.

___ yes. For what reason?_____ ___ ___

10. Does the child have a behavior problem? ___ ___

___ no. ___ ___

___ yes. What is the problem?_____ ___ ___

11. Is the child's language development, that is, his ability to express him/herself ___ ___

___ much better than average for the class?

___ somewhat better than average for the class?

___ average for the class?

___ somewhat below average for the class?

___ well below average for the class?

CL CD

12. Are the child's acceptance of the teacher's role and relations with the teacher ___ ___

___ much better than average for the class?

___ somewhat better than average for the class?

___ average for the class?

___ somewhat below average for the class?

___ well below average for the class?

13. In comparison to the rest of the class, this child is above average in ___ ___

_____ ___ ___

14. In comparison to the rest of the class, this child is below average in ___ ___

_____ ___ ___

15. Have you ever had a meeting with the child's mother or father? ___ ___

___ no. (go to #16)

___ yes.

Did you ask for the meeting or did the parent? ___ ___

___ teacher.

___ parent.

16. Has either parent contributed to the school in any special way, such as volunteering in the class?

___ no. (Go to #17) ___ ___

___ yes. In what way? _____ ___ ___

17. In which percentile of his/her class would you place this child for overall school work? ___ ___

___ 80-99 (top of class)

___ 60-79

___ 40-59 (average for class)

___ 20-39

___ 0-19 (bottom of class)

CL CD

18. Did the child have more difficulty than the average child in the class with any of the following? (If yes, ask teacher what specific difficulties were involved).

yes	no	dk	
___	___	___	getting along with other children
___	___	___	fights with other children
___	___	___	the school playground
___	___	___	reading or recognizing letters
___	___	___	writing
___	___	___	math or numbers
___	___	___	arts and crafts
___	___	___	following directions of the teacher
___	___	___	behavior or conduct

Explanation _____

_____

_____